

# A Conceptualization of the Toddlertime Curriculum

## Our Beliefs



Children are capable of making good decisions  
Children construct their own learning – constructivism  
Risk taking is necessary to learning  
Children learn best in meaningful contexts  
Developmentally appropriate practice  
Social and cognitive development is an integrated process  
Family, community, and culture are factors in learning  
Learning is a joyful, playful experience

## Our Practices



Eclectic approaches to curriculum – emergent, unit study, project work  
Intentional teaching of early learning standards through child interest  
Use of provocation, investigation, and discovery through novel materials and activities  
Higher order thinking opportunities – implementation of Bloom's Taxonomy in conversation  
Flexibility & individualization in teaching supports – The Continuum of Teacher Behavior  
Teaching to the child's zone of proximal development and stage of learning  
Stratifying learning experiences by what children know, wonder about, and have learned - KWL  
Accountability for children's progress toward clearly defined goals  
Making learning visible to children, teachers, and families  
Intentionally planning and teaching using methods and activities that develop perseverance in problem-solving, risk-taking, effective communication, integrity, and collaboration

